

*The* AGRICULTURAL EDUCATION *Magazine*



Features

FFA Program  
of Work

# The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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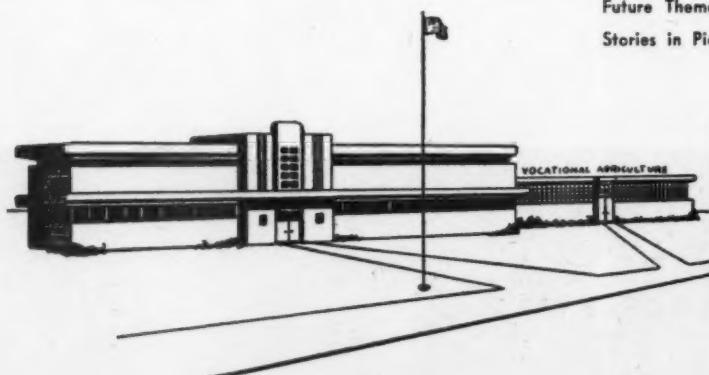
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## Contents

### Editorials

What Will They Be Tomorrow?.....	J. C. Atherton.....	195
From the Editor's Desk.....		195
The Cover Picture.....		196
The New Farmers of America at Twenty-five Years.....	W. T. Johnson.....	196
Farm Program Competition.....	E. M. Juergenson.....	197
Developing Leadership .....	Wallis Gray .....	198
Participation in Shows and Fairs.....	James H. Shepard.....	199
Preparation for Leadership.....	Floyd J. Doering.....	200
A Gold Mine of Teaching Resources.....	Zeno E. Bailey.....	201
Determining the Farm Tractor Phase of Farm Mechanics.....	R. R. Bentley and J. P. Clouse	203
It's Action that Counts.....	Francis Steiner .....	206
Are NFA Trips Beneficial?.....	A. P. Torrence and A. Shaw ..	207
Were Poor Reasons the Reason?.....	Wabern Barnes .....	208
The Chapter Program of Activities.....	Glenn Massengale .....	209
The Role of the FFA Organization in Vo-Ag.....	Joe P. Bail.....	211
FFA and 4H Participation in Grain Exhibits.....	Donald J. Lehr.....	213
Establish Farming Programs.....	John Hart .....	214
Reprints .....		214
News and Views of the Profession.....		215
Book Reviews .....		215
Future Themes .....		215
Stories in Pictures.....		216

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## Editorials

### What Will They Be Tomorrow?

J. C. ATHERTON, Teacher Education, U. of Arkansas

At a recent meeting for youth the speaker projected the thought, *what we are today was determined by what we did yesterday; What we are tomorrow depends upon how we live today.* If this is correct, and I'm persuaded that it is, then what a challenge it poses for us who are charged with the responsibility of the development of America's youth!

A thorough comprehension of this truism and the implication it has for leaders of rural youth could strengthen our faith in the Future Farmer organization as well as cause us to redouble our efforts to provide greater opportunities for student growth through planned wholesome participating experiences. Our primary function is the development of good American citizens regardless of the vocation the individual may choose eventually for his life's work. For those who remain in agriculture, and a number will, our desire is to assist them in becoming successful farmers who are well adjusted to their environment on the farm and in the community in which they reside, as well as the larger community. For others, the ideal is to give them a foundation which will assist them in becoming constructive members of modern society.

In vocational agriculture, the Future Farmers of America is the prime citizen-building phase of the program. Through it we may develop manhood at its best, or we can allow the human potential to be dormant and wither away. As the plant in the field needs adequate food materials and water to produce, so the young man requires appropriate nurture in order to bring forth the inborn potential that each possesses.

The suggested FFA program of work is broad in scope with the suggested ten areas providing ample leeway for each chapter to build a program which is adapted to the local situation and which will meet the developmental needs of the all-day boys. Two chapters may have equally imposing lists of projected activities, but the results of one may be far superior to the other. This is primarily a matter of planning and implementation. To produce the well-adjusted adult, it is necessary to assist the youngster in adjusting to his present surroundings and in facing day-by-day problems intelligently and with enthusiasm. We can teach democracy only through democratic planning and functioning. Similarly, cooperation and cooperative activities require practice with satisfying results in order to develop understanding and proficiency in this area. Character development results

### From the Editor's Desk . . .

#### A new challenge for the FFA?

The FFA came into existence because there was a need for the kind of experiences which could be provided young farm boys through such an organization. Membership was limited to boys who had been or were enrolled in vocational agriculture. The organizers of the FFA felt that the FFA could do much for the vocational agriculture program. The FFA grew in strength and activity and became the "showcase" of the vocational agriculture program.

Now the vocational agriculture program, upon which the FFA depends for its existence, is under an attack the success of which would be as detrimental to the FFA as to the vocational agriculture program. Yet the FFA programs of work do not reflect an awareness of the attacks on the vocational agriculture program. It would seem appropriate for the FFA to initiate a thorough evaluation of its activities to see what contributions it could make to the well-being of the vocational agriculture program. Such an evaluation should be carried out by advisory councils representative of the local public. Some of the questions a group of this kind could study are as follows:

1. What activities in the vocational agriculture program are worthy of recognition and awards from the FFA?

The FFA must assume part of the responsibility for the continuation of any activities for which it provides awards and recognition.

2. What FFA activities are worthy of continuation?

Some FFA activities have been continued long after the needs which inspired their origin have ceased to exist. Responsibility for FFA activities cannot be disassociated from the vocational agriculture program.

3. How is the leadership training and experience provided through the FFA used in other phases of the vocational agriculture program?

That the FFA leadership training is effective cannot be doubted, but some of the activities resulting from eager leadership have little bearing on a sound instructional program of vocational education in agriculture.

4. How does the FFA contribute to public understanding of the vocational agriculture program?

Signs and other publicity promoting FFA activities often do not even mention vocational agriculture. Some well-meaning persons praise the FFA while condemning vocational agriculture. The fine public information channels of the FFA could help correct these conditions.

**A New Challenge . . .**

(Continued from page 195)

5. What is the effect of the FFA on the teaching profession?

While FFA activities often consume unjustifiable amounts of teacher and classroom time, teacher contacts brought about by FFA activities may be one reason for the strength of the vocational agriculture teacher organizations.

These and other problems present a real challenge to the FFA. Failure on the part of the FFA to help the public understand the proper relationship between the FFA and the vocational agriculture program will be a great disservice to both the FFA and vocational agriculture. Failure on

the part of the FFA to promote an evaluation of its activities to determine how it can contribute to a stronger vocational agriculture program, would be, at best, very unwise. □

**What Will They Be . . .**

(Continued from page 195)

from facing real life situations in the present day setting and not synthetic ones. If we expect individuals to grow in wisdom, it is essential that they be given opportunity to choose and act with appropriate safeguards and to face the consequences of their decisions.

A portion of the FFA motto reads "Doing to learn." Let's supply con-

structive *doing* activities so that desirable learning will ensue and that the tomorrows will be assured through appropriate living today. To the extent that we permit the individual to project plans, to execute them, to be responsible for the consequences, and then to evaluate the results, we have laid the proper foundation upon which desirable character is built. □

**The Cover Picture**

Adin Heater is introducing six representatives of the Future Farmers of the Philippines to the delegates and other FFA members in attendance at the 1959 National FFA Convention. The FFP boys previously had visited FFA members in a number of states during a three months' tour □

## The New Farmers of America At Twenty-five Years

W. T. JOHNSON, National Executive Treasurer, NFA,  
A. and T. College, Greensboro, North Carolina

When the National Organization of the New Farmers of America met in Atlanta, Georgia, September 28 to October 2, it observed its Silver Anniversary. Many of the men who blazed the trail were missed—Dr. J. A. Linke, Chief, Agricultural Educational Service; H. O. Sargent, Regional Agent, Special Groups, both from the U. S. Educational Office, Washington, D. C.; G. W. Owens, Teacher-Trainer, Virginia; Church H. Bank, Teacher-Trainer, Texas; S. B. Simmons, Itinerant Teacher-Trainer, North Carolina; C. S. Woodard, Teacher-Trainer, Arkansas; J. P. Burgess, Teacher-Trainer, South Carolina; and Alvis Tabor, Teacher-Trainer, Georgia, all deceased, but they left their footprints on the sands of time.

At the initial meeting in 1935 at Tuskegee Institute, Tuskegee, Alabama, these men along with a number of others had a vision for the future rural leaders of the south, and expressed these visions in some definite purpose. These were so foresighted that with little revision they remain the major objectives of the NFA.

1. To develop competent aggressive agricultural and rural leadership.
2. To encourage intelligent choice of farming occupations.
3. To encourage members in the developing of individual farming programs.

4. To encourage members to improve the home, the farm, and the surroundings.
5. To participate in worthy undertakings for the improvement of agriculture.
6. To practice and encourage thrift.
7. To develop character, train for useful citizenship, and foster patriotism.
8. To participate in cooperative efforts.
9. To provide and encourage the development of organized rural recreational activities.
10. To strengthen the confidence of farm boys and young men in themselves and their work.
11. To encourage improvement in scholarship.
12. To create and nurture a love of country life.

The above purposes have been a part of the official NFA guide over the years and are kept before the total membership at all times. Any one who is familiar with the rural areas of the South and is fifty years old can recognize the progress that has been made and how the purposes of vocational agriculture are being met through the NFA.

When the NFA was organized as a National Organization at Tuskegee, Alabama, in 1935, there were 10,995

active members in 17 southern states with 339 chapters. Today there are 51,205 active members in 15 southern states with 1,039 chapters.

The founders were cognizant of the growing importance of agriculture to world peace, and to the social and economic advancement of the South. Each of them knew that if the youth is to contribute he must be scientifically trained in agriculture, farm mechanics, taught principles of thrift, cooperation, organization and leadership.

During these years thousands of young men have become successful farmers and are now leaders in their respective communities. A number have become agricultural teachers, principals, public school teachers, state and national agricultural leaders, county agents, doctors, ministers, lawyers, entertainers and laborers, and are taking an active part in all phases of American life.

If you ask any successful former NFA student what phase of his high school work made the greatest contribution to his success—for the most part he will answer vocational agriculture—and in a number of cases he will put emphasis on NFA.

Training in shop work has guided young farm boys in selecting trade and engineering courses in college. A number of them are holding jobs in industry, government and businesses of their own.

A large number of these young farm youths, who are now successful citizens, were invited to the Silver Anniversary to make a report on the success they have had. Among them

were David Simmons, First National President, who is farming in Georgia; and James W. Warren, Jr., former National Officer and now District

Supervisor of Vocational Agricultural Education in North Carolina.

Yes, as one reviews the progress of the NFA for the past twenty-five

years, he will agree that the money spent in promoting the program has been a great investment in our rural youths. □

## Farm Program Competition

**Our most worthwhile extra curricular activity**

E. M. JUERGENSON, Teacher Education, U. of Calif.



E. M. Juergenson

COMPETITION for teacher and, especially, student time is more acute today than ever before as vocational agriculture students enter and grow in the space age. Through the years a vast array of activities and special events have accompanied the growth of the program in vocational agriculture. Many of these activities have utilized as a motivating force the inherent competitive spirit in people and have attempted to harness this force into a desirable educational program for rural youth. While each activity has its own merits, all are relative, and as pressure for student time and economy of operation mount every activity will and should receive careful scrutiny. Some will have to be eliminated, although a few may even be added. It is important that the selection of activities be wisely done in order to achieve the best educa-

tional program for students of vocational agriculture. Among the many activities under consideration, that of farm program competition should be well explored and perhaps added even at a time when others are being discontinued.

Typically, this activity is organized in a pattern similar to the Danish system of judging in that many students receive commendation and no top boy is selected. In final competition among schools, all entrees are divided into two groups, those students with better programs receiving gold award certificates and those whose farming programs do not rate as high receiving silver award certificates.

Basically the idea used in judging is to evaluate a student's total farming program including his own knowledge



This student of vocational agriculture is telling the judges about his supervised farming program. The judges will question him about the managerial and financial aspects of his program as well as production phases. The plans each student has made for the future are also important considerations.

of his program as examined by qualified judges with the composite rated as to its merit.

The following are suggested criteria which have been used for evaluating each student and his farming program:

- A. Project score ..... 50 points
  - 1. Size and scope
  - 2. Soundness
  - 3. Per cent of year program has been carried
  - 4. Financial responsibility of student
  - 5. Is the student utilizing all his farming opportunities
  - 6. Additional supplementary projects
- B. Records ..... 25 points
  - 1. Complete
  - 2. Accurate and up-to-date
  - 3. Neat
- C. Agriculture Mechanics ..... 10 points
  - 1. Total mechanics work completed
  - 2. Other equipment constructed
- D. Response to questions ..... 15 points
  - 1. Knowledge of his farm program and local agriculture.

In the final selection, each student is visited by the same well selected judges in order to compare all programs in a given area. However, the greatest benefit derived from the ac-

### Section Summary for Farm Program Competition

Each Future Farmer who enters his farming program in Sectional Competition must fill out the form below in duplicate and present it to the judges at the time his program is being judged.

Name \_\_\_\_\_ Date \_\_\_\_\_  
Age \_\_\_\_\_ No. years in Vocational Agriculture \_\_\_\_\_  
Address \_\_\_\_\_ School \_\_\_\_\_

#### Previous Years' Farming Program

Year	Major Enterprise	Scope	Labor Income
19____	19____		
19____	19____		
19____	19____		

#### This Year's Farming Program

Kind	Scope	Total Investment
Major Farm Enterprise		
Minor Farm Enterprises		

Supplementary Projects \_\_\_\_\_

Total number student hours on this year's farming program \_\_\_\_\_. Total number hours of help received (paid or free) on this year's farming program \_\_\_\_\_. List the Agricultural Mechanics Jobs done this year (in the school shop and/or on home farm.)

1.	3.	5.	7.
2.	4.	6.	8.

tivity is perhaps within the local community where many students, or perhaps all students in the department, are reviewed by local judges in order to select the quota or team of students that will represent each school in final competition within a region. Young farmers, faculty persons, local service clubs or members of the advisory committee make excellent judges to employ in farm program competition and contribute materially to desirable public relations within the school and community when utilized in this capacity. In like fashion, the students within a chapter can appraise each other and decide who has the better farming program.

Each Future Farmer who enters his farming program in Sectional Competition must fill out the form shown in duplicate and present it to the judges along with his membership card at the time his program is being judged.

For the most part, freshmen and sophomores are evaluated as one group and juniors and seniors as another group (Sections I & II). No

student is allowed to compete in any one section more than once.

The farm program competition centers around these objectives:

1. To encourage boys to enter farming as a life's work.
2. To encourage boys to become proficient in a major farm enterprise.
3. To encourage boys to diversify their farming programs when feasible.
4. To encourage boys to become farm leaders in their communities.
5. To improve agriculture in the community.

There are several advantages to this type of competition and why it should merit special attention in the near future as it becomes necessary for some activities to be eliminated in order for the vocational agriculture program to fit into the modern school. Among many reasons in favor of this activity are that, while competitive, it is low pressure, many students participate and many receive recognition. Furthermore, it is one of the few com-

petitive activities that contributes directly to the basic objectives of vocational agriculture in secondary schools.

In California where the program has been in operation for several years, it has received enthusiastic support from the banking industry. While the activity and its coordination has been carried on by regional supervisors as a Bureau of Agricultural Education responsibility, the banking industry has acted as local sponsors and supplied the funds and personnel for awards which include a farm program banquet at the conclusion of each section's competition. The banquet is a high type, dignified affair held in a desirable location with excellent food and proper conduct emphasized. Farm program competition is a down-to-earth activity emphasizing and evaluating the important concepts of vocational agriculture. This combination of industry and education has grown to be one of the most outstanding events in the Future Farmer program in the state and its continuance and expansion should be encouraged. □

## Developing Leadership

—through local chapter program of activities

WALLIS GRAY, Vo-Ag Instructor, Princeton, Kentucky



Wallis Gray

"I BELIEVE in leadership from ourselves . . ." expresses a sincere belief of future farmers in a good FFA chapter. This belief is further evidenced by the respect they receive from others.

Leadership comes through training. Good training is planned and directed toward a goal. It is to this end that Mr. Holloway (my co-teacher) and I have dedicated our training in leadership, as we have advised the Caldwell County FFA Chapter for the past four years. The local chapter has served well as a training device for developing competent rural leadership.

It is our practice to take the six newly-elected chapter officers and the chairman of the nine standing committees to the Kentucky FFA Leadership Training Center for a week during the summer. No other organi-

zation, to my knowledge, affords such thorough training in the basic principles of democratic leadership.

At the Leadership Training Center, the officers and nine committee chairmen participate in panel discussions dealing with such topics as: Effective Democratic Leadership, Qualities of Leadership, Goals for Developing Leadership, and Practicing Leadership. In addition, they lead and participate in small-group discussions dealing with specific duties and responsibilities of each officer and of committee chairmen. They also work on setting up and carrying out a local chapter program of activities.

This training for 12 to 15 key boys of the chapter at the Leadership Training Center only sets the stage for developing leadership back home in the local chapter.



Caldwell County FFA members participating in panel discussion of "Democratic Leadership" at the FFA Leadership Training Center.

**Basic Training in Parliamentary Procedure:** A unit of instruction (including practice) in parliamentary procedure is provided to students in Agriculture I (beginning students) early in the school year. This is followed by practicing good parliamentary procedure at all chapter meetings throughout the school year. The chapter holds regular meetings each week from September through May. During the summer, we hold regular meetings each month. The district FFA Chapter Meeting Contest, which is held in the second semester, is an incentive to further motivate the members to master the art of correctness and fair-



A chapter public speaking contest is in progress. Qualified judges consist of local businessmen, directors of the county Farm Bureau, and school officials.



Chapter vice president is introducing a radio program presented during National FFA Week.

ness in conducting democratic meetings.

We provide practice sessions (not class periods) for those boys who would like to have extra training in parliamentary procedure. At the end of these sessions (usually in March) the chapter selects the four boys who, along with the six chapter officers, will make up the Chapter Meeting Team. A tape recorder and "Helps in Mastering Parliamentary Procedure" are our basic tools during this training period.

*Training in Speaking and in Leading Discussions:* A part of our training in leadership is devoted to basic work in speaking and to the leading of group discussions. It is through the motivation provided by our local FFA contests that additional training is provided. It is here that the Future Farmers learn: "to think clearly with

such knowledge and skill . . ." The winners of these local contests represent the chapter in the district contests.

*Shows and Sales Provide Opportunity for Developing Leadership:* Future Farmer fairs, shows, and sales provide boys an opportunity not only to display, to compete, and to share with others the fruits of their labors; but, it also provides an opportunity to exercise definite leadership abilities. Making arrangements for, contacting sponsors, securing judges, setting up for the shows, seeing it through in a good fashion, evaluating the event and the participation, and planning again for next year provide opportunities for boy leadership. These activities provide excellent training in leadership for future farmers when they are carefully supervised by the teacher. Working and participating in such

events develops poise, gracefulness, and respect for others which can only be learned through participation. We have found these activities most helpful in developing our future farmers.

*Good Training in Leadership Shows Up:* As we attend church, participate in the affairs of civic clubs, the County Farm Bureau, and other community activities we see good leadership being exercised which was first discovered, then challenged and developed in the local chapter of Future Farmers of America.

Yes, "we believe in the future of farming . . ." and we are strong believers that one of the most important purposes of the FFA is to continue to develop competent, aggressive, rural, agricultural leadership. □

### Create interest in vocational agriculture through - - -

## Participation in Shows and Fairs

JAMES H. SHEPARD, Vo-Ag Instructor, Star City, Arkansas



James H. Shepard

NATIONAL recognition in the chapter contest for each of the past three years is an honor of which the Star City FFA Chapter is quite proud. Members believe that their interest

in the program, there has to be means for stimulating these traits.

I have found that the promotion of participation in shows and fairs is not only a good method of creating interest in vocational agriculture but has also become one of the centers of the teaching program. To most people these are only fall activities, but this is not so with these chapter members.

Most of the students in vocational agriculture begin their first year with at least one project in livestock. The

types vary, but at present swine is the prominent one. Through the Sears Pig Chain, the chapter furnishes breeding gilts to the boys and they return two gilts from the offspring. The responsibility of furnishing sires for the brood sows lies with the chapter which maintains two outstanding breeds.

The local county fair is a superior one, and the livestock division is dominated by entries from the Star City FFA. These entries are marked by 11" x 14" placards, in the official colors, which acknowledge the entry to be that of an FFA member. This is followed by the name of the exhibitor. These cards are furnished by the chapter for members' entries in all divisions and have become one of

the best means of promoting public relations. It also gives us a good opportunity to educate the public on what we are learning by doing. More people come in contact with chapter activities here than at any other time.

The boys exhibit all their animals in the county show. The top three or four in each class are taken to the district show the following week. This past fall, sixty-three animals were shown there. Top animals of this show are exhibited in the state show which follows. Swine are also shown in the Sears Show. In the 1958 shows, members of the chapter earned \$1776.73 in premium money alone.

Excitement, color, and gaiety are always evident among the spectators at these events, but it becomes even more contagious with an exhibitor. After a boy has shown in one show he works even harder through the coming year to be ready with his animals for the next showing. Boys who did not exhibit begin to plan toward the next year. This interest spreads to other activities, and the chapter program becomes stronger because: (1) members of the chapter have found that this is a good way to bring in revenue; (2) livestock projects increase in number and size; (3) field crops and pasture programs

take on more importance than ever before; (4) a need for better farm shop projects develops; (5) competition for a place on a judging team becomes greater; (6) more pride in chapter activities is shown; (7) good behavior in public places becomes a virtue, as the boys know they must always be at their best to be permitted to represent the chapter.

This year we are having our first spring market barrow show for the state. Adult and junior exhibitors will participate in both the judging and the showing. After the show judge has placed the animals, they will be butchered so that a study of the carcasses can be made. This will give our boys an opportunity to see what they can expect from the type of market barrow they select.

An auction is always held which gives the boys approximately three to five cents above market price. A boy who collects premium money on barrows in all three shows and the premium on his selling price usually does quite well financially on his project. These auctions assure the boys of a good market for barrows farrowed in the spring, and the spring show will take care of the fall barrows.

Finance, of course, has to play an important part; but even more im-

portant is the knowledge gained on market classes of swine, types of breeding stock, feeding, control of insects and diseases, fitting and showing livestock, and seeing an outstanding judge work in the show ring. All this comes about because of the interest built up by his own or a fellow member's project. As a direct result of the chapter's participation in this activity, the quality of swine in the entire county has been improved by the public observing the boys' animals at shows and fairs, purchasing breeding stock from the chapter, and using the chapter's males.

One former member of the chapter is now attending college on a scholarship given for the outstanding exhibitor in this district. The chapter has had two State Star Farmers and one District Star Farmer in the past three years all of whom received their start in vocational agriculture projects with one pig each given through the Sears Pig Chain. Each year these boys invested their profits in livestock.

It is easy to see why shows are an aim to be worked toward all year. Not only do they provide incentives but also pay dividends as is evidenced by the record of this chapter. □

#### FFA activities as - - -

## Preparation for Leadership

FLOYD J. DOERING, Vo-Ag Instructor, Wittenberg, Wis.



F. J. Doering  
RURAL leadership — aggressive, competent rural leadership, is vitally important today. We place more emphasis on this phase of the FFA work at Wittenberg than any other. We know full well that with leadership will come all the other phases of a good FFA program of work.

Man is a follower. He will follow the poor leader as well as the good leader. Unfortunately, more often than not, the poor leaders are much more numerous. It is important that we have good leadership if we are to be led out of the darkness of selfishness and into the glorious sunlight of brotherhood and cooperation.

Our Wittenberg FFA chapter won the following awards in 1957-58:

- (1) District, sectional, state FFA public speaking contest.
- (2) Third place Regional speaking contest, Columbus, Ohio.
- (3) Section IV Cooperative Leadership Award.
- (4) District 8 Midland Youth Activity Contest.
- (5) Tri-State Midland Youth Cooperative Award.
- (6) District IV Dairyman Extraneous Speaking Contest.
- (7) State Jr. Dairyman Extraneous Speaking Contest.
- (8) State Cooperative Leadership Award.
- (9) National Cooperative Leadership Award.
- (10) National Chapter Award—Silver Emblem.

These awards led to expense paid educational trips to:

- (1) American Institute of Cooperation Conference, Penn State University, State College, Pa.
- (2) National FFA Convention, Kansas City, Mo.



Wittenberg FFA officers show their awards for the past year's activities.

- (3) Wisconsin Council of Agriculture Conference (twice).
- (4) Midland's Annual Meeting, Minneapolis, Minn. (twice).
- (5) Tour of Twin City Industry.
- (6) Several other meetings nearer to our location.
- (7) Ohio State Fair, Columbus, Ohio.

Over 8000 miles were traveled on these trips and 80 boys participated in these educational activities. Several other awards could be mentioned such as the state farming program award for our section, the county soil judging contest (four consecutive years), three state farmer degrees this year, state FFA vice president, and others. All of the above mentioned awards have their foundation in leadership.

These awards may be incidental to our objectives, but because of their publicity value, they have helped to sell the program of vocational agriculture in our community and in the school district as a whole. This year we are comfortably situated in a new classroom, testing laboratory, store-room, office, and farm shop. We cannot say that our new housing is a direct result of our leadership activities, but let us not overlook their contribution.

The important thing is that these awards had leadership as the basic ingredient. The ability to stand up and express one's views distinctly and

accurately is a most vital characteristic of leadership. I am firmly convinced that in some of the awards we were not the most outstanding chapter, but our members presented their activities in such a way as to win the judge's approval.

Space prevents us from explaining in detail the "how" of our leadership activities, but here are a few of our ideas:

(1) At the top of the list we must place speaking ability. Develop it, nurture it, caress it. It is the key that unlocks the door to leadership. Every member of the Wittenberg Chapter is required to enter the local FFA public speaking contest.

(2) Expose your students to situations in which they have opportunities to explain their program to school assemblies, PTA meetings, FFA leadership schools, farm meetings, community and service clubs. In the near future we are scheduled to appear before the American Legion, the PTA and several church organizations.

(3) Have an outstanding program of work with student planning, and include only those things which you can do. However, emphasize one phase of the program which you are going to make especially outstanding. Under cooperative activities this past year our goal was to be second to none in our state. Our special emphasis led not only to the state

award, but to the National Award as well.

(4) Make use of TV and radio. This is a real challenge to every young man with a story to tell. During the past year we participated in three TV programs and four radio programs.

(5) Make as much use of exhibits as possible. Show what you are doing. Pride in the chapter lends a helping hand to leadership.

(6) Plan educational tours. Leaders need a well-rounded education. National meetings are especially important. What is greater for a prospective leader than to find out that the boy from across the country has the same aspiration, problems, and opportunities that he has?

(7) Plan an excellent parent and son banquet. Delegate the responsibility to the leaders in your chapter. The Wittenberg banquet is annually attended by some 200 people including parents, sons, outstanding farmers, community leaders, honorary members, press, radio and TV, faculty, state officers, etc.

(8) Have boys serve on Junior Boards of Directors of cooperatives, if possible. This is a wonderful experience.

Such is a part of the "how" by which we have given our young leaders the opportunity to prepare themselves for leadership in the future. □

### Nonschool agencies . . .

## A Gold Mine of Teaching Resources

ZENO E. BAILEY, Teacher Education,  
East Texas State College

IN MOST any community there are at the teacher's very fingertips practically unlimited teaching resources. And in most cases they are free to him simply for the asking. Today, many non-

of vocational agriculture may be overlooking a great teaching opportunity by not seeking help from these nonschool agencies.

To meet the needs of a rapidly growing student body, schools have had to expand the scope of their curricular offerings and activities. Inherent in this expansion has been an increase in the duties and responsibilities assigned to the teacher. Coupled with this expansion of cur-



Zeno E. Bailey  
school agencies and industries are assuming an increasing role in acquainting teachers with and offering to them their resources and services. In the light of the increasing scope and complexity of his role, the teacher



Carroll Andrews (extreme left), Agricultural Engineer, Southwest Electric Power Company, demonstrates to a vo-ag teacher the correct method of installing a circuit. Serving as a resource person in a farm electrification workshop for teachers of vo-ag, Mr. Andrews assists J. R. Hamilton (extreme right), instructor.

ricular offerings has come an unprecedented revolution in agricultural science and technology. The impact of this revolution has drastically modified agricultural methods and techniques within the last two decades.

To the teacher who is charged with the responsibility of promoting and improving agricultural education in his community, this revolution poses far-reaching implications.

In today's agriculture one finds that much of the assistance needed by the present-day farmer requires the services of highly trained specialists. The teacher of vocational agriculture is not today, nor can he hope to become tomorrow, a specialist in all phases of agriculture. No human being possesses such a diversity of attributes, the teacher of vocational agriculture certainly being no exception.

Unfortunately, there prevails in the thinking of a large segment of our teaching population a peculiar notion concerning the use of nonschool agencies in teaching vocational agriculture. For some unknown reason and entirely without justification some teachers feel that to call in outside personnel to assist them is, in essence, an admission of their inability to handle a particular situation or problem. To the contrary, the effective teacher recognizes the invaluable contribution that carefully selected personnel can make to his program of instruction.

#### The Place of Nonschool Agencies in Teaching Vocational Agriculture

Before the teacher can make effective use of resource personnel, he must understand the role that their services can play in his instructional program. Some school people feel that nonschool agencies exist primarily for the purpose of promoting selfish gain and advancement. Of course agencies are in business to make a profit, but they are also concerned with the welfare and prosperity of agriculture. One writer has said that more and more nonschool agencies are now subscribing to the concept of "what is good for agriculture is good for agencies, even if their connections with agriculture be extremely remote." Many agencies have long since realized that their success is in a large measure dependent upon the success of the farmer.

Although not a new concept, since it has been followed by industry for years, it gained its greatest impetus during the period immediately following World War II. In an effort to enable farmers to buy more goods and services, a number of nonschool agencies and industries have taken positive steps toward assisting farmers in making more farm profit. Specialists in such fields as chemistry, pathol-

ogy, entomology, engineering, farm management, etc., have been employed to work with farmers, teachers of vocational agriculture, and other agricultural workers.

There was a time, however, when many agencies and industries employed personnel primarily to sell their particular product. Often as not, these salesmen had little technical competence or training. Fortunately, this situation is today the exception rather than the rule. Industry has learned that, in addition to selling a product, its personnel must be competent in advising the farmer in the proper use and application of its product.

It is important that the teacher who plans to use the resources of nonschool agencies be aware of the advantages and limitations inherent in their use. To the writer, the following seem to be the most important:

#### Advantages

1. The novelty of their presence stimulates student interest.
2. They are specialists since the nature of their work requires it.
3. School-community relations are fostered through working with nonschool agencies.
4. Specialists assist teachers in keeping abreast of developments in various fields.
5. The teacher is assisted in his guidance program (occupational opportunities).
6. Their contributions enrich the overall program of instruction.

#### Disadvantages

1. Although a specialist, one may lack the ability to communicate with farmers and farm boys.
2. As a rule, specialists have had little or no training in teaching methods and techniques.
3. May lack ability to organize subject into suitable teaching form.
4. Failure to confine subject to specific problem at hand.
5. May use occasion to promote selfish interest.

#### Steps in Planning for the Use of Resource Personnel

Detailed planning is a must if resource persons from nonschool agencies are to make their maximum contribution to your program of instruction. In most cases where their services have been unsatisfactory, there was insufficient planning by the teacher prior to their visit to the school.

Whatever procedure you may decide to follow in using resource persons, it is important that planning begin well in advance of the time they will visit your school. A good time to begin is early in the summer prior to the opening of the school year. This allows ample time to select and contact specific resource personnel and to incorporate this activity into your revised annual teaching plan.

Teachers who have used resource persons in their program of instruction have found the following procedure to be quite effective in planning for their use:

1. Decide first the specific phase(s) of your program in which you feel you are in the greatest need of assistance.
2. Select the personnel who can provide most effectively the specific information and skills needed by the students in these phases.
3. Contact the personnel selected and determine their availability and willingness to cooperate with the school.
4. Schedule their services well in advance of the time you will be calling on them for assistance.
5. A week or so prior to the time they are scheduled, sit down with the resource person(s) and map out specifically the information and skills to be brought to the class.

#### Summary

In most communities there are practically unlimited teaching resources available to the teacher who is willing to make use of them. Many nonschool agencies are assuming a more active role in acquainting teachers with their resources and services. When properly selected and used, personnel from nonschool agencies can make a significant contribution to the overall improvement of the program of vocational agriculture.

While there are recognized weaknesses inherent in their use, careful planning and coordination with resource personnel will largely eliminate such weaknesses.

Personnel from nonschool agencies will make their greatest contribution to your program of instruction when you have: (1) decided the specific phases in which you are in the greatest need of assistance; (2) selected person(s) best qualified to bring the information and skills needed by the students; (3) scheduled their serv-

ices well in advance of the time you will be calling on them for assistance; (4) sat down with person(s) and mapped out in detail the specific in-

formation and skills to be brought to the students; and (5) expressed through a follow-up letter your appreciation for their contributions to your

program of instruction. (A copy of the letter should always be sent to the executive head of the organization.) □

### Farmers' activities versus the beliefs of others as a basis for - - -

## Determining the Farm Tractor Phase of Farm Mechanics

RALPH R. BENTLEY and JAMES P. CLOUSE, Teacher Education, Purdue University

What should be the basis for selecting the farm tractor maintenance and repair activities that are to be included in the farm mechanics course of study? Should the selection be based upon those activities which farmers perform for themselves or upon the beliefs of implement dealers, teachers of vocational agriculture and/or farm mechanics specialists? This article

does not provide final or complete answers to these questions; however, it does report the findings of a carefully conducted research study which has definite suggestions regarding the farm tractor phase of the farm mechanics course of study.

The basic data for this study were obtained by means of farm tractor inventory forms which were com-

pleted by 232 farmers, 89 implement dealers, 46 teachers of vocational agriculture and 68 farm mechanics specialists. The farmers, who were selected at random in 48 communities, completed the farm tractor inventory form by indicating the extent to which they performed each of 103 farm tractor activities for themselves. Implement dealers, teachers of vocational agriculture, and farm mechanics specialists completed farm tractor inventory forms by indicating the extent to which they believed that farmers should perform each of the 103 farm tractor activities for themselves. The implement dealers and teachers of agriculture lived and worked in the same communities from which the farmers were selected, while the farm mechanics specialists group were distributed nation-wide. The specialists group consisted of professional agricultural engineers and teacher-educators having special farm mechanics interests and responsibilities.

Percentages were computed to determine the proportion of farmers who indicated that they *always or usually, sometimes, or rarely or never* performed the farm tractor activities for themselves. Likewise, percentages were computed to determine the proportion of implement dealers, teachers of vocational agriculture and farm mechanics specialists who indicated that they believed that farmers should *always or usually, sometimes, or rarely or never* perform each of the farm tractor activities for themselves.

The Arcsin Transformation Technique was used to determine whether there were significant differences between the indicated activities of farmers and the expressed beliefs of each of the other three groups of respondents.

### Findings

Table I shows (1) the percentages of farmers who indicated that they *always or usually, sometimes, or rarely or never* performed each of the farm tractor activities for themselves, (2)

TABLE I

TRACTOR ACTIVITIES PERFORMED BY FARMERS AND THE BELIEFS OF DEALERS, TEACHERS AND FARM MECHANICS SPECIALISTS REGARDING THE ACTIVITIES FARMERS SHOULD PERFORM

Activity	Activities Performed by Farmers			Significant Differences† Between the Activities of Farmers and the Beliefs of		
	A <sup>1</sup>	S <sup>1</sup>	R <sup>1</sup>	D <sup>2</sup>	T <sup>2</sup>	S <sup>2</sup>
<b>A. Ignition:</b>						
1. Add water to the battery.	97	2	1			
2. Replace the spark plugs.	89	9	2		(a)*	(a)*
3. Clean the terminals and battery top.	86	7	7		(a)*	(a)*
4. Lubricate the generator.	86	6	8	(a)*		(a)*
5. Clean and gap the spark plugs.	80	13	7	(b)*	(a)*	(a)*
6. Check the generator drive belt for proper tension.	78	13	9	(a)*	(a)*	(a)*
7. Adjust the generator drive belt.	78	13	9	(a)*	(a)*	(a)*
8. Tighten electrical connections.	72	18	9		(a)*	(a)*
9. Lubricate the starting motor.	64	12	23	(a)*	(a)*	(a)*
10. Check the battery for cracks.	62	18	20	(a)*	(a)*	(a)*
11. Check the distributor points for burning and pitting.	56	21	23		(a)*	(a)*
12. Adjust the distributor points.	48	15	37	(b)*	(a)*	(a)*
13. Lubricate the magneto.	47	10	39	(a)*	(a)*	(a)*
14. Replace the distributor points.	45	15	39	(b)*	(a)*	(a)*
15. Check the generator brushes for excessive wear.	34	20	46		(a)*	(a)*
16. Replace ignition wiring.	34	14	51	(b)*	(a)*	(a)*
17. Check the magneto points for excessive wear.	27	14	55	(a)*	(a)*	(a)*
18. Clean the magneto.	26	13	57		(a)*	(a)*
19. Check the engine for proper timing.	26	12	62		(a)*	(a)*
20. Clean the generator commutator.	25	16	59		(a)*	(a)*
21. Clean the starting motor commutator.	25	16	57		(a)*	(a)*
22. Replace the generator brushes.	24	16	60		(a)*	(a)*
23. Time the engine.	24	11	65	(b)*	(a)*	(a)*
24. Check the battery cells with a battery hydrometer for amount of charge.	23	6	71	(a)*	(a)*	(a)*
25. Replace the magneto points.	23	9	64		(a)*	(a)*
26. Adjust the magneto points.	22	12	63		(a)*	(a)*
<b>B. Fuel System</b>						
1. Clean the sediment bowl and fuel strainer.	94	6	0		(a)*	(a)*

TABLE I (Continued)

Activity	Activities Performed by Farmers			Significant Differences Between the Activities of Farmers and the Beliefs of		
	A <sup>1</sup>	S <sup>1</sup>	R <sup>1</sup>	D <sup>2</sup>	T <sup>2</sup>	S <sup>2</sup>
2. Replace the sediment bowl and gasket.	78	10	12		(a)*	(a)*
3. Clean the fuel lines.	66	19	15		(a)*	(a)*
4. Clean the fuel tank.	47	14	39	(a)*	(a)*	(a)*
5. Clean the carburetor.	46	22	32	(b)*		(b)*
6. Adjust the carburetor (idle speed, idle mixture and load mixture).	34	13	53	(b)*	(a)*	(a)*
7. Check the fuel level in the carburetor.	32	17	51	(b)*	(a)*	(a)*
8. Adjust the fuel level in the carburetor.	32	17	51	(b)*	(a)*	(a)*
<b>C. Air Cleaner</b>						
1. Clean and service the air cleaner and intake stack.	88	9	3		(a)*	(a)*
2. Replace the muffler.	84	7	9	(b)*		(a)*
3. Clean the air intake pre-cleaner.	80	10	10	(a)*	(a)*	(a)*
4. Clean and service the crankcase breather.	70	13	17	(a)*	(a)*	(a)*
5. Check the carburetor intake pipe and hose connections for leaks.	69	17	14	(a)*	(a)*	(a)*
6. Replace the intake pipe and hose connections.	55	13	32	(a)*	(a)*	(a)*
7. Check the intake and exhaust manifold gaskets for leaks.	48	16	35		(a)*	(a)*
8. Check the gasket between the carburetor and the intake manifold for leaks.	44	17	39		(a)*	(a)*
9. Check the carburetor for worn choke and throttle shaft linkage.	41	16	43		(a)*	(a)*
<b>D. Cooling System</b>						
1. Determine the type and amount of antifreeze needed.	94	2	4	(b)*		
2. Adjust the fan belt.	85	10	5		(a)*	(a)*
3. Check the fan belt for proper tension.	85	10	5		(a)*	(a)*
4. Check the radiator hose and hose connections.	85	12	3		(a)*	(a)*
5. Clean the radiator fins.	84	9	7	(a)*	(a)*	
6. Replace the fan belt.	79	10	11	(a)*	(a)*	(a)*
7. Replace the radiator hoses.	77	12	10		(a)*	(a)*
8. Check and replace the radiator pressure cap.	75	13	12		(a)*	(a)*
9. Lubricate the fan and water pump assembly.	73	8	17		(a)*	(a)*
10. Clean and flush the cooling system.	70	15	14		(a)*	(a)*
11. Check the thermostat for proper operation.	44	16	38		(a)*	(a)*
12. Install a new thermostat.	42	12	45		(a)*	(a)*
13. Add rust inhibitor for summer operation.	28	16	56		(a)*	(a)*
<b>E. Lubrication</b>						
1. Determine the type, weight and amount of oil to be used in the crankcase.	97	1	2	(b)*		
2. Drain the crankcase and refill with oil.	96	3	1			
3. Replace the oil filter cartridge.	94	4	2	(a)*	(a)*	
4. Lubricate the chassis (general lubrication).	93	5	2		(a)*	
5. Lubricate the power lift and power take-off.	96	6	4		(a)*	
6. Lubricate the steering mechanism.	88	9	5		(a)*	
7. Clean the oil filter housing or case.	81	13	6		(a)*	(a)*
8. Lubricate the clutch bearings (clutch release bearing).	73	11	15		(a)*	(a)*

the significant differences between the indicated activities of farmers and the beliefs of implement dealers, teachers of vocational agriculture and farm mechanics specialists, and (3) the direction of the significant differences.

It will be observed in Table I that the farm tractor activities have been grouped in seven activity areas. These areas are: ignition, fuel system, air cleaner, cooling system, lubrication, engine, and miscellaneous. The activities in each of the seven areas have been arranged on the basis of the percentage of farmers who indicated that they *always or usually* performed each of the activities for themselves. The percentages shown in Table I indicate that in each area there are activities which many farmers perform for themselves and there are activities which relatively few farmers perform for themselves. The percentage of farmers who indicated that they *always or usually* perform an activity for themselves ranged from 12 to 97 per cent. In all areas, except the engine area, there were activities which were performed by more than 50 per cent of the farmers. In this area, only one of the sixteen activities approached the fifty per cent level.

Table I also shows the significant differences between the activities of farmers and the beliefs of dealers, teachers, and specialists, and the direction of these differences. For 99 of the 103 activities, one or more significant differences were found. In 46 instances the beliefs of all three groups differed significantly with the indicated activities of farmers. For 19 of the 46 activities, the dealers, teachers and specialists were in agreement in believing that farmers should perform the activities more frequently than they are now doing, while in eight instances, they believed that farmers should perform the activity less frequently. It is interesting to note that these eight activities were all in the engine area.

In order to summarize more clearly the distribution of the significant differences between the activities of farmers and the beliefs of dealers, teachers and specialists, Table II was prepared.

The figures shown in Table II indicate the number of activities by areas, and the number of significant differences when farmers' activities were compared with the beliefs of dealers, teachers and specialists.

When the activities of farmers were compared with the beliefs of dealers,

TABLE I (Continued)

Activity	Activities Performed by Farmers			Significant Differences Between the Activities of Farmers and the Beliefs of		
	A <sup>1</sup>	S <sup>1</sup>	R <sup>1</sup>	D <sup>2</sup>	T <sup>2</sup>	S <sup>2</sup>
9. Check the lubricant in the steering gear housing.	71	18	11		(a)*	(a)*
10. Remove the front wheels, clean, inspect and pack the bearings.	61	19	20	(b)*	(a)*	(a)*
11. Clean (flush) the crankcase.	59	18	23	(a)*	(a)*	(a)*
12. Fill the final drive, transmission and differential case with the correct type and weight lubricant.	56	11	33	(a)*	(a)*	(a)*
13. Drain the final drive, differential and transmission case.	41	15	44	(a)*	(a)*	(a)*
14. Flush the final drive transmission and differential case.	27	16	57	(a)*	(a)*	(a)*
<b>F. Engine</b>						
1. Replace a valve cover gasket.	47	13	40	(b)*	(a)*	(a)*
2. Replace an exhaust manifold gasket.	32	14	53	(b)*	(a)*	(a)*
3. Replace a head gasket.	32	15	53	(b)*	(a)*	(a)*
4. Adjust the valve tappets (for proper clearance).	32	12	56	(b)*	(a)*	(a)*
5. Replace an oil pan gasket.	31	15	54	(b)*	(a)*	(a)*
6. Replace an intake manifold gasket.	30	14	56	(b)*	(a)*	(a)*
7. Replace piston rings.	19	11	70	(b)*	(b)*	(b)*
8. Replace the valves.	18	9	73	(b)*	(b)*	(b)*
9. Replace connecting rods.	18	7	75	(b)*	(b)*	(b)*
10. Grind the valve seats.	16	5	78		(b)*	(b)*
11. Replace connecting rod bearings and wrist pins.	15	10	75	(b)*	(b)*	(b)*
12. Grind the valves.	15	6	79	(b)*	(b)*	(b)*
13. Check the cylinder compression with a compression gauge.	14	9	77	(b)*	(a)*	(a)*
14. Replace cylinder sleeves.	13	10	76	(b)*	(b)*	(b)*
15. Replace crankshaft main bearings and oil seals.	13	8	79	(b)*	(b)*	(b)*
16. Replace the valve guides.	12	5	83	(b)*	(b)*	(b)*
<b>G. Miscellaneous</b>						
1. Check the tire pressure.	89	7	4		(a)*	
2. Inflate the tires.	89	7	3			
3. Change the spacing of the tractor wheels.	88	7	5			(a)*
4. Clean the tractor.	85	5	10		(a)*	(a)*
5. Check the brakes.	76	16	8		(a)*	(a)*
6. Adjust the brakes.	75	13	12	(b)*		(a)*
7. Check the clutch for slippage.	66	13	21	(b)*	(a)*	(a)*
8. Paint the tractor.	66	20	14		(a)*	(a)*
9. Refill the hydraulic system.	64	14	21	(a)*		(a)*
10. Drain the cooling system and prepare for winter storage.	64	14	21	(a)*	(a)*	(a)*
11. Adjust the clutch.	60	13	27	(b)*	(a)*	(a)*
12. Drain and flush the hydraulic system.	38	16	45	(a)*	(a)*	(a)*
13. Change tractor tires.	35	23	41			
14. Reline the brakes.	32	10	57	(b)*	(b)*	(a)*
15. Repair minor cuts in tractor tires.	22	11	66		(a)*	(a)*
16. Reface the clutch.	19	14	67	(b)*		(b)*
17. Add fluid to the tractor tires.	14	9	77		(a)*	(a)*

A<sup>1</sup> = Always plus Usually. S<sup>1</sup> = Sometimes. R<sup>1</sup> = Rarely plus Never.

D<sup>2</sup> = Dealers. T<sup>2</sup> = Teachers. S<sup>2</sup> = Specialists.

†An (a) prefixing the asterisk (\*) indicates this group believes farmers should perform the activity more frequently than they do. A (b) prefix indicates this group believes farmers should perform the activity less frequently. All significant differences are at the .01 level.

56 significant differences were found. In 23 cases, the dealers believed that farmers should perform the activity more frequently; while in 33 in-

stances, they believed that farmers should perform the activity less frequently.

The beliefs of teachers differed sig-

nificantly from the activities of farmers for 89 of the 103 farm tractor activities. Their beliefs indicate that farmers should perform 79 of the activities more frequently and 10 less frequently than they were doing.

For 92 of the 103 farm tractor activities, there were significant differences when the activities of farmers were compared with the beliefs of farm mechanics specialists. For 81 of these activities, the specialists believed that farmers should perform the activity more frequently, and in 10 instances less frequently.

In only four instances were no significant differences found between the indicated activities of farmers and the expressed beliefs of dealers, teachers and specialists.

#### Summary and Implications

1. This study shows that certain farm tractor activities are performed by many farmers whereas other activities are performed by only a few farmers. This would seem to indicate that some tractor activities should be given a high priority while others should receive little or no attention in the farm mechanics course of study.

2. Farm tractor activities in the "engine area" were performed less frequently by farmers than were those in any of the other six tractor areas. Only in the "engine area" area was there strong agreement among the beliefs of dealers, teachers, and specialists, that farmers should be doing even less than they were doing. This would seem to imply that the actual performance of most farm tractor engine activities has little or no place in the farm mechanics course of study.

3. With few exceptions, teachers of vocational agriculture and farm mechanics specialists each indicated that they believed that farmers should perform the farm tractor activities to a greater extent than they were doing. These findings may imply (1) that teachers and specialists are more advanced in their thinking concerning the farm mechanics needs of farmers and/or (2) that teachers and specialists are too far removed from the real farm situation to be fully cognizant of the farm mechanics activities that farmers were doing and/or had need of doing.

4. A comparison of the expressed beliefs of dealers, teachers and specialists revealed that dealer beliefs agreed more closely with the activities of farmers than did the beliefs of either teachers or specialists. This

would seem to imply that dealers are possibly more aware of the farm tractor activities that farmers need to perform for themselves than were teachers and specialists.

5. The findings of this study indicate that the dealers believed that farmers should not perform nearly as many of the tractor activities as they were performing for themselves. It is interesting to note that the dealers' expressed beliefs, in this respect, were markedly different than were the expressed beliefs of teachers and specialists. This would imply that a farm mechanics course of study based upon the beliefs of dealers would be more limited in scope than one based upon the beliefs of teachers and/or specialists.

6. On the basis of the findings in this study, it would seem highly desirable when planning the farm tractor phase of the farm mechanics course of study, that due consideration be

TABLE II  
DISTRIBUTION OF SIGNIFICANT DIFFERENCES BETWEEN FARMER ACTIVITIES AND BELIEFS OF DEALERS, TEACHERS, AND SPECIALISTS

Tractor Activity Areas	Number of Activities	Farmers' Beliefs		Significant Activities		Differences Compared with Dealers, Teachers & Specialists	When None
		Dealer	Teacher	A <sup>1</sup>	B <sup>2</sup>		
Ignition	26	8	5	24	0	25	0
Fuel System	8	1	4	7	0	7	1
Air Cleaner	9	4	1	8	0	9	0
Cooling System	13	2	1	12	0	11	0
Lubrication	14	5	2	12	0	8	0
Engine	16	0	15	7	9	7	9
Miscellaneous	17	3	5	9	1	14	1
TOTAL	103	23	33	79	10	81	11
							4

<sup>1</sup> Number of activities which the group believes farmers should perform more frequently than they do.

<sup>2</sup> Number of activities which the group believes farmers should perform less frequently than they do.

given, not only to the activities which farmers perform for themselves, but also to the expressed beliefs of imple-

ment dealers, teachers of vocational agriculture and farm mechanics specialists. □

## In FFA - - -

# It's Action That Counts

FRANCIS STEINER, Vo-Ag Instructor, Granton, Wisconsin



Francis Steiner

"EASY to talk but it's action that counts!" This old saying certainly fits the program of work in our Future Farmer chapters. What ought to be done and what actually is done are often horses

of a different color.

In many schools, the FFA chapter is recognized as the school's most important student organization. It is often said that the FFA is the show window of vocational agriculture. To be an effective show window which will catch the public eye and create interest on the part of the students, one must start with a well planned program of work.

The program of work must be the starting point in developing a strong FFA program. The FFA is an intracurricular part of the program of vocational agriculture and is so closely enmeshed with it that you cannot have a successful FFA without having a good vo-ag program. The two go hand in hand just as bread and butter go together.

Accompanying the program of work should be a calendar of activities showing the months in which each function is scheduled. This calendar would include meeting dates, parents' night, banquets, dues, deadlines, etc. I think it would be an excellent idea to have the national FFA organization include a monthly calendar in their official secretary's book. This would make the program of work much more meaningful, the officers' meetings easier to conduct and the entire FFA chapter program more effective.

The task of developing a program of work should start a year in advance. Every instructor should have a folder in his file entitled "FFA Ideas." As we read our magazines and as we locate new ideas that other chapters are trying out, we should jot them down and slip them into this file.

The program of work should be the work of all the chapter officers. Because the beginning of a school year is always a very busy season for both the instructor and the pupils, an evening meeting of the officers during July or August, called a "Coke Session," is ideal to organize and put on paper the items to be included in the program.

To feel part of the organization, every boy in the chapter should be included on a committee. The sweetest words to the ear of any person is his own name. Even if the committee only plays a small part, the boy has contributed to *HIS* organization.

Although a good program of work lists activities for each month of the year, we in our chapter like to promote items that take place in the fall. This gives the freshmen a real incentive to join and take part. It appears that in our smaller rural high schools our students have more time in the fall than in the spring when prom, class plays, spring band concerts, and graduation take the limelight.

A good FFA chapter is handled as you would handle a team of horses. The members pull the load while the driver or advisor steers them in the right direction. The success and achievement of any FFA chapter is in direct proportion to the enthusiasm and initiative of the advisor. No cause is ever won without enthusiasm.

Perhaps the greater share of the program of work is made up of standard items such as a chapter owned hog project, corn test plots, farm safety, radio and TV programs, banquets, selling campaigns, livestock shows, school forests, and public speaking. We like to include novel items like a tractor rodeo, a long ear corn contest to see which boy can bring in the longest ear of corn, a

talent show, a quartet, and a steak dinner for all four-year members about to graduate from high school.

"It's easy to talk but it's action that counts!" An advertisement once

stated: "It's tough to fish without a pole. And certainly, a painter can't work without a brush and a can of paint. And a carpenter needs nails and a hammer to work with. All people,

regardless of their work, need tools to help them." I cannot think of a better tool in the Future Farmer organization than a well organized program of work. □

## Are NFA Trips Beneficial?

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Augustus Shaw



Andrew P. Torrence

Have you ever raised the question or heard the question raised, "Are NFA trips beneficial to the boys who make them?" This seems to be a reasonable question particularly when raised by parents who have an interest in their boys and want for them salutary experiences in school, and by administrators who must view and decide all school activities on the basis of their educational value.

Over the past ten years, a record has been kept of the NFA boys at Greene County Training School, Boligee, Alabama, who have attended one or more off-campus NFA meetings. These boys have attended these meetings to represent their NFA chapter at the federation, state, sectional and national levels. These trips have been financed jointly by the NFA chapter and by the boys who make the trip. Generally, the chapter contributes one-half to two-thirds of the expense of each boy attending the meeting. Each boy pays the remaining portion of his expense, thereby indicating in a tangible way his interest in making the trip and in representing his chapter. Occasionally the chapter has agreed to bear the entire expense of some boys who had high interest in representing the chapter at a meeting but no means of helping to pay their expenses. The chapter funds used for this purpose are derived from the operation of a crop project and from a small annual membership fee in the local NFA. The crop project, which has been conducted over the past nine years on land rented for a reasonable fee by the local chapter, has consistently yielded a fair return despite

being used as a teaching and partly experimental plot.

Comparable information was obtained for the 40 NFA boys at Greene County Training School who took at least one trip each and a total of 81 trips to NFA meetings during the past ten years, and a random sample of 40 NFA boys at this school who did not take any trips to NFA meetings during the past ten years. The comparative information obtained on each boy used in the study included: type of farm operator of family, efficiency rating of farming operations, size of farm in acres, high school grade completed, high school grade point average, trade school or college work completed, and present vocational status. In addition, for the boys who took NFA trips, the number of trips taken by each boy, the parents' attitude toward the trips, and the students' attitude toward the trips, were obtained.

Comparing information obtained on the two groups of boys, we find that 28 or 70% of the families of boys making NFA trips were farm owners, 12 or 30% were renters and none were farm laborers. Seven or 17.5% of the boys not making trips were farm owners, 30 or 75% were renters and 3 or 7.5% were laborers.

By assigning numerical values to type of operators (owner 2, renter 1, laborer 0) and calculating the biserial  $r$ , we find a correlation statistically significant at the 1% level between type of farm operator for the NFA boys making trips and the type of farm operator for the sample of NFA boys not making any trips. There is however, using the Pearson product moment coefficient of correlation, no statistically significant correlation at the 5% level between type of farm operator of family (owner, renter, laborer) and the number of trips taken by NFA boys.

Considering the data further, it is found that 14 or 35% of the families of NFA boys who made one or more trips carry on good farming operations

while 21 or 52.5% of them conduct fair, and 5 or 12.5% of them conduct poor farming operations. Comparative information for the sample of NFA boys who made no trips to NFA meetings is: 4 or 10% good farming operations, 19 or 47.5% fair farming operations, and 17 or 42.5% poor farming operations.

By assigning a numerical value to the efficiency of farming operations (good 3, fair 2, poor 1), we calculate a biserial  $r$  between the efficiency of farming operations of the families of NFA boys making trips and the efficiency of farming operations of the families of NFA boys not making trips that is statistically significant at the 1% level. Using the Pearson product moment coefficient of correlation, there is a statistically significant correlation at the 5% level between the efficiency of farming operations and the number of trips made by NFA boys.

The average size of farms of families of boys making NFA trips is 80.85 acres, while the average size of farms for the sample of boys not making trips is 33.92 acres. There is a biserial  $r$  statistically significant at the 1% level between the size of farms of families of boys making trips to NFA meetings and the size of farms of families of boys in the sample that did not make trips to NFA meetings. Also, when the Pearson product moment coefficient of correlation is used, we calculate a statistically significant correlation at the 1% level between the average size of farms in acres and the number of trips made by NFA boys.

The average grade point average\* of boys making NFA trips is 2.42. For the sample of boys who did not make any trips the average grade point average is 1.86. Using the biserial  $r$  we find a statistically significant correlation at the 1% level between the grade point average of boys making trips to NFA meetings and the grade point average of the sample of boys not making trips to NFA meetings. There is also, using the Pearson product moment coefficient of correlation, a statistically significant correlation at the 1% level between the grade point averages of NFA boys making trips

\*Calculated on a four-point scale, A=4.

and the number of trips made by these NFA boys.

Other comparable data show that all boys making trips to NFA meetings have finished high school except three who are presently enrolled. Of the sample of boys who made no trips to NFA meetings, all have completed high school except 3 who are presently enrolled, and 13 who have apparently completely dropped out of school. While 17 of the boys who took trips have continued their formal training beyond the 12th grade, only 4 of the sample of boys who did not take trips have pursued formal post high school education. Of the 17 NFA boys who took trips and who have continued their formal training beyond the 12th grade, 1 has received a B.S. degree and is now studying medicine, 2 have received the B.S. degree with majors in physical education, 1 has completed a barber college, 1 is a student in a school of veterinary medicine, 2 are agriculture majors in college, 2 are industrial education majors in college, 1 is a business education major in college, 4 are science majors in college, 2 are physical education majors in college, and 1 is a plumbing major in college. Of the 4 NFA boys who did not take any trips but who continued their formal training beyond the 12th grade, 1 is an agriculture major in college, 1 completed one year in a

ministerial college, 1 has completed a barber college, and one has completed a course in mortuary science. Although more of the sample group are presently employed in farming or related activities, the boys who made NFA trips to meetings are employed in or being prepared for the more intellectual, skillful and remunerative pursuits. Four of the sample group are in some branch of the armed forces while 7 of the boys who made NFA trips to meetings are in some branch of the armed forces. While 13 of the sample group presently reside in their immediate home community, only 3 of the boys who made NFA trips now live in their immediate home community with one a physical education teacher in the high school and the other two still being high school students.

By assigning numerical values to parents' and to students' attitudes towards trips taken by NFA boys (enthusiastic 3, interested 2, indifferent 1), it is possible to calculate correlations between these and the number of trips made. Interestingly, the correlation between the parents' attitude toward trips and the number of trips made is statistically significant at the 1% level, while the correlation between the students' attitude toward trips and the number of trips made is statistically significant at the 5% level.

It is possible to draw many implications from these findings. Although the analyses here presented give evidence of the advantaged position of NFA boys who make trips to NFA meetings over NFA boys who do not due to subtle and intangible factors, it is impossible to assess accurately and completely the benefits derived from making NFA trips. The wide-awake and observing teacher can subjectively assess the benefits of NFA trips of students through visitation to the homes of students, helping them plan trips, watching their reactions and listening to their expressions during and following trips. Through taking trips, the NFA boy tends to lose some of his timidity, takes on courage, sees that the world and his opportunities are not limited to his home community.

In order for NFA trips to have the most benefit to students, the instructor must help the boys to accept the trips as opportunities rather than as obligations. Also, the trips must be planned cooperatively with the boys, and routed, conducted and reviewed in such a way that full advantage may be taken of every desirable learning feature and possibility. When handled in this way, undoubtedly NFA members will find the training, experience, and contact resulting from trips to NFA meetings of great benefit to their vocational, educational, social and civic endeavors. □

### Attention losers!

## Were Poor Reasons The Reason?

WABERN BARNES, Cadet Teacher,  
Riverdale J.U.H.S., Calif.



Wabern Barnes

### Terminology Basic:

Proper terminology is basic to giving good reasons. A variety of expressive terms must be mastered and used

to prevent monotonous repetition. Start the boys learning terms before they begin to judge. There is no best way to teach terminology, but until a boy has learned descriptive terms, he can't begin to give an adequate set of reasons.

### Note Taking:

Some contests require the participants to give reasons after all classes have been judged. Skill in note taking is a must in such contests. Only a limited time is allowed for each class so notes must be brief and to the point. Abbreviations, system, and visual symbols properly used are real time savers. An example of such short cuts: to say that the #2 animal has more length, depth and width of body than #4, simply make the notation 2/4 and follow it with l.d.w. If there is a major difference, capital letters can be used; lower case letters can indicate slight differences. Use the letter "H" to indicate characteristics of the heads of animals. The "H" may be made long and narrow to represent

a long, narrow head. Make it short and wide for a short, coarse head. An "H" wide at the top and narrow at the bottom may be used for a head that is narrow at the muzzle. Similar techniques can be developed for other contests.

### Minimize Movement:

Any unnecessary movement is distracting to the judge. Teach your team members not to move around nervously while giving reasons. Have them stand in a relaxed position with their feet about 12-18 inches apart, hands clasped behind their back. If a boy has difficulty standing still, have him give you a set of reasons while standing on a chair or something that will easily sway and get off balance. Through this technique, a boy can be made conscious of the least amount of movement and will learn to stand still.

### Voice Qualities:

Other things being equal, higher scores for reasons go to the boy who

gives the impression that he is fully confident in his placing. Reasons should be given with enough drive, volume, and emphasis to do a job of salesmanship. Just above the conversational level is a good rule of thumb. To develop drive and volume, have your boys try giving a few sets of reasons to you—in pairs—from about 25-30 feet away. This is the time to stand them on a chair. Don't overlook using a tape recorder to point out strengths and weaknesses. This device gives the boy a chance to recognize his own needs.

#### Make Reason Sessions Fun:

Practice sessions should never be a dull experience. Strive to make the sessions such that the boys will enjoy each set of reasons. When a boy really likes to give a set of reasons, he is well on the way to the top rank. Some of the gimmicks already mentioned will prove enjoyable. Another idea is to have them give a set of reasons with peanuts or candy in their mouth. Besides being fun, it helps diction. Or, try using a noise maker for competition so they will speak up. Also it can be used as a signal to indicate that a grammatical or technical error has been made. These last two tech-

niques can serve to help them increase their power of concentration.

#### Canned Reasons Don't Win:

Teach your student judges to picture—or visualize—the class in their mind as they give reasons, not to memorize the reasons or notes. Notes should be used only to help them recall the class and bring important points to mind. Have your boys practice giving a variety of opening statements. The first statement can pave the way to a smooth set of reasons. Various approaches should be tried to see which best fits the class. Reasons where the boy repeats about the same thing for each pair sound monotonous to the judge. Even if the same point is to be explained for two different pairs, it should be said in a different way. A set of reasons that is cut and dried without variation is called a canned set of reasons. Such reasons sound memorized. For livestock, compare the animals; don't describe them. Teach your boys to avoid meaningless words such as good and better. The judge would like to know HOW the legs of the #2 bull were better than those of #4, not just that they were better.

#### Dress:

A bad impression is hard to overcome and dress is one of the first things that the judge will notice. No hats! Hair should be combed and face, hands, and clothes should be neat and clean.

#### Presentation to the Judge:

The judge will indicate when to start. Some method should be used to break the ice for the boy. Some coaches like to have their team members begin with, "Mr. Judge, I placed this class of . . . ." Others like the phrase, "Sir, I placed . . . ." Still others teach their boys to simply state their number when they enter the judge's station. A position about six to ten feet from the judge is about right. It will vary with the size of the room and the volume at which the boy likes to talk.

A final point. If asked a question he can't answer, the contestant should politely tell the judge so and not try to bluff or out guess him. When dismissed, the boy should thank the judge and move out promptly.

Try these pointers with your judging teams, then come back to the 1959-60 contest and see how well your boys fare. □

## The Chapter Program Of Activities

—making the program contribute to the teaching of vocational agriculture

GLENN MASSENGALE, Teacher of Agriculture,  
Paris, Kentucky



Glenn Massengale

AT the outset, here is my definition of an FFA activity: an FFA activity (on the local level) is a group activity selected, planned, carried out, and evaluated by the chapter members as a group. This definition keeps a lot of things from getting into our chapter program of activities which should not be there.

The program of activities should make a significant contribution to

teaching agriculture as set up in the department course of study. This requires careful planning and supervision by the teacher as he guides the chapter members in setting up and in carrying out the program of activities.

#### Course of Study the Starting Point

All departments of vocational agriculture should have a carefully prepared up-to-date course of study. This is the teacher's instructional program. It is his plan for carrying out the aim and in attaining the objectives of vocational agriculture. We use our department course of study as a basic guide in selecting and planning many chapter activities.



This group of juniors are judging soil. This contest is a chapter activity. Knowledge of the contest ahead of time motivates the students in their study of soils.

The adviser is responsible for guiding the chapter members in setting up and carrying out the program of activities. It is his opportunity and responsibility to make the FFA contribute to the teaching of vocational agriculture. He must decide what activities will encourage and promote the teaching of agriculture (as set up in his course of study) before he can intelligently guide the members in selecting and planning the activities to have.



The Green Hands are receiving their pins from the chapter president during the official ceremony. This ceremony is held after boys have selected and planned farming programs. Only those boys who "possess facilities for and have satisfactory plans for programs of supervised farming" are initiated as Green Hands.



Members of the freshman class are participating in the chapter "seed selection and identification contest." This activity (contest) provides an opportunity for the boys to display their skill in seed selection and identification after having received instruction in this area.

#### Activities Growing Out of Course of Study

The course of study should provide the "cue" for many FFA activities which can be made to contribute to the teaching of vocational agriculture. May I give three examples? In our department, the chapter activity, "seed selection and identification contest," grows out of the study of crops in the freshman year. This activity is sponsored by the chapter for the freshmen boys only, and is carried out immediately following the unit of study on crops. As a part of our study of livestock in the sophomore year we teach judging and selection. At the end of the unit on judging and selection we have a "livestock judging contest." The top-ranking boys in this contest make up the chapter livestock judging team, which in turn represents the chapter at the Kentucky State Fair. After the completion of the units of instruction in soils in the junior year, the chapter holds a "soils judging contest." Again, the top-ranking boys in this contest make up our soils judging team which competes in the district contest.

#### Activities Motivate Instruction

The three chapter activities—"seed selection and identification contest," "soil judging contest," and "livestock judging contest,"—motivate the students in the study of these things. These activities (contests) provide an opportunity for each boy to compete with the other members of his class—to display his skills after he has received instruction in a given area. Individuals like to compete, to excell, to display special talents, and to receive recognition. To receive recognition through the activities named here, the students must do a thorough

job in their classroom work day by day. We explain to our students in the class involved, early in the instructional work, how the activity is to be conducted and what recognition is to be provided. Activities handled in this manner have motivated our students to become interested, to have a desire to learn, and to have a wholesome attitude toward the subject being dealt with. The contests provide an opportunity for recognizing boys for having mastered a certain important aspect of the instructional program.

#### District and State Activities Promote Teaching Sound Agriculture

There are many good activities conducted on the district and state level for the members of local chapters which can be used to promote the teaching of vocational agriculture. Advisers should encourage members to participate in those activities that promote the kind of agriculture that students should learn. In the classroom the teacher can guide his students to see why certain individual members were selected to represent the chapter in the various district farm-achievement contests. For example, we compare a given boy's tobacco yield of 2,120 pounds per acre with that of a boy who produced 1,532 pounds per acre and relate the results to the production practices used by each boy. As a result, many of our students are led to discover additional improved practices they need to use in order to increase their yields.

During such an evaluation, we are able to guide many students to set goals and to plan significant improved practices to use the next year. This way of handling contest entries pro-

vides us with an opportunity to bring more students in on evaluating the results in the various crop and livestock enterprises and the improved practices used. We believe this contributes to our teaching of vocational agriculture.

#### FFA Degrees Motivate the Teaching of Agriculture

We believe that advancement in FFA depends heavily on progress in supervised farming. Early in the school year we guide our freshman boys to understand the qualifications for the different FFA degrees. They are led to see the relationship between accomplishment in supervised farming and advancement in FFA. We hold our Greenhand initiation in December or January, after the beginning boys have selected and planned their farming programs. Holding it at this time motivates selecting and planning farming programs. The Chapter Farmer Degree ceremony is held in February after the boys have completed and summarized their farming programs for the first year. The supervised-farming committee checks the summaries of the completed farming programs of each Greenhand to be sure he meets the requirements for the Chapter Farmer degree. This is done before he is raised to the Chapter Farmer Degree. Again, this motivates boys to complete and summarize their programs in good shape.

We strive for dignity and meaningfulness in the Greenhand and Chapter Farmer Degree ceremonies by having guests, using publicity, conducting ceremonies before the student body, and by holding the Chapter Farmer Degree Ceremony during National FFA Week.

### Training in Leadership and Cooperation

Through committees and regular chapter meetings we guide the chapter members to carefully select, plan, carry out, and evaluate each activity in the program of activities. The activities of boys in selecting, planning, carrying out, and evaluating each activity provide excellent training in leadership and cooperation.

We include in our "program of activities" other activities which develop leadership and cooperation. We include such activities as sponsor fall festival with the FHA, provide Thanksgiving baskets for needy fami-

lies, sponsor community pest-extermination contest, sponsor chapter impromptu speaking contest, and chapter public speaking contest. Such activities are designed to encourage a large number of chapter members to participate in leadership and cooperative activities.

These are some things we have done, in recent years, which have resulted in our chapter program of activities making a greater contribution to the teaching of vocational agriculture:

- (1) Built a new program of activities each year around an up-to-date course of study.

### How students and teacher feel about - - -

## The Role of the FFA Organization in Vo-Ag

JOE P. BAIL, Teacher Education, Cornell University



Joe P. Bail

ALTHOUGH the Future Farmers of America organization is designated by law as an integral part of the program in vocational agriculture, few, if any, attempts have been made to secure

student and teacher reaction to the specific role that the FFA should play in such a program.

In order to determine the attitude of teachers and students to selected concepts of the FFA,\* a study was designed to measure the attitudes of the two groups. A list of 54 such concepts based on current and past activities, as well as specific practices carried out by the organization, were drawn up. These were prepared in the form of an attitude inventory with the respondents to indicate their feeling along a five-point scale as follows: Strongly Agree to Agree to Undecided to Disagree to Strongly Disagree. The jury technique was used to validate the list of concepts. A sample group of students of vocational agriculture and teachers of agriculture were used as the population. Comparisons of teacher and student attitudes were then made by the use of the Chi Square technique to determine if any

significant differences existed among the sample groups.

### Summary of Teacher Attitude to FFA Concepts

The following statements summarize the attitudes of teachers of agriculture in West Virginia and in the North Atlantic Region to the concepts in the attitude inventory.

1. Significant differences between the attitudes of the two groups of teachers were found in four of the fifty-four concepts tested by the Chi Square technique. These four concepts were: No. 8—Officers of local chapters should be regularly enrolled in high school; No. 23—The FFA chapter should sponsor recreational activities for its members; No. 32—All activities of the vocational agricultural department should be publicized through the FFA organization; and No. 39—Regular FFA meetings should be held at a time that does not conflict with other classes.
2. No significant differences were found between the attitudes of the two teacher groups to the remaining fifty concepts in the attitude inventory.
3. The teacher groups expressed agreement with those concepts which are presently embodied in the national constitution and by-laws of the FFA organization. These include those related to membership, activities of the FFA organization, and relationship of the local chapter to the state and national organization.
4. Teachers in both groups expressed
- (2) Included activities to promote and encourage the teaching of sound agriculture.
- (3) Included only those activities which could be selected, planned, carried out, and evaluated by the chapter members.
- (4) Included activities in which a large number of chapter members could participate.
- (5) Eliminated activities that were difficult to sponsor or participate in.
- (6) Started providing suitable awards and recognition to students who excelled, not just the best students. □

disagreement with those concepts which would change or alter membership requirements. They also disagreed with concepts which would limit the FFA organization to the local level in activities and organizational structure.

5. Teachers in West Virginia and in the North Atlantic Region agreed with those concepts which defined their role as an active participant in planning and advising local members in the FFA organization. They further agreed that the adviser should have the right to forbid activities to which he was opposed.
6. Teachers agreed that the activities of the local organization should be in harmony with the policies of the local school and the national FFA organization. They concurred with those concepts which stated that the FFA chapter should cooperate with other groups or agencies in activities which were in accord with the policies of the school and the FFA.
7. Teachers in both groups endorsed those concepts relating to planning FFA activities during vocational agriculture classes. Both groups of teachers felt also that members should be willing to devote additional time to carrying out these activities.
8. Teachers agreed with those concepts which delineated the FFA as an organization designed to develop leadership among its members by participation in activities of an educational nature.
9. Finally, teachers agreed with those concepts which set forth the role of the state and national organizations as providing leadership and assistance to the local chapter.

\*Based on unpublished doctoral dissertation, "Attitude of Teachers and Students to the Role of the FFA in Vocational Agriculture," Michigan State University, 1958, by Joe P. Bail.

### Summary of Student Attitude to the FFA Concepts

Student attitude to the concepts in the attitude inventory are summarized as follows:

1. Significant differences in the attitudes of students of agriculture in West Virginia and teachers of agriculture in West Virginia were found in 27 of the 54 concepts. Of these 27 concepts, 18 were significant at the one per cent level of probability and the remaining nine at the five per cent level of probability.
2. Of the eight concepts relating to membership, student attitude was significantly different from teacher attitude on five of the concepts. These differences were primarily in terms of degree of agreement or disagreement with a given concept. In no case was the difference so pronounced that a majority of one group was in the agree categories with the other group in the disagree categories. Students generally were more inclined than teachers to agree with concepts which would give more freedom to the local chapter in determining membership requirements.
3. Student attitude toward the concepts relative to activities of the organization differed significantly from teacher attitude in three instances. Student attitude was more favorable (higher percentage agreed) to cooperative buying and selling, less favorable (lower percentage agreed) to confining money raising activities to those of an agricultural nature, and less favorable toward cooperation with the 4-H Club organization as compared with the teacher sample.
4. As regards adviser-member relationships, student attitude differed significantly from teacher attitude on four of eight concepts. A smaller percentage of students felt that the adviser should carry out activities in which members were likely to do a poor job. Fewer students than teachers agreed that the adviser should have the right to forbid activities to which the teacher was opposed.
5. Student attitude toward relationship of the local chapter to the state and national organization paralleled rather closely the present practices and policies in the organization. Student attitude differed significantly from teacher attitude with respect to activities

of the local chapter being in harmony with the national organization, to who should determine the number of American Farmer degrees to award, and to the concept restricting the national convention to official state delegates. (Fewer students than teachers agreed with the first two concepts whereas the percentage of students agreeing with the other concept was higher than the teacher sample.)

6. The attitudes of students were significantly different from that of teachers in three concepts pertaining to chapter meetings. Students were less agreeable to taking time for planning FFA activities during vocational agriculture classes than teachers. They were also less agreeable to the concept of having FFA members devote additional time to carrying out chapter activities and to using regular class time for FFA activities.
7. The concepts classified as general comprised fifteen in number. Student attitude was significantly different from teacher attitude on eight of these concepts. However, in three of the eight in which differences were found, the percentages of students and teachers who were in the combined categories of agreed and strongly agreed varied from one to five per cent. Students were less inclined to agree than teachers to the concepts of the activities of the FFA being in harmony with the policies of the local school, to directing all publicity to the FFA member or the chapter, and to basing awards on progress and achievement. On the remaining two concepts a higher percentage of students than teachers agreed with the restricting of activities to the local level and to publicizing all the activities of the vocational agriculture department through the FFA organization.

### Implications of the Study

Based on the attitudes of students and teachers with reference to the role of the FFA organization, the following implications seem to be pertinent:

1. Students have very definite feelings and attitudes about the FFA organization. Since the national constitution states very clearly that the organization is boy controlled and operated, it points up the importance of adult advisers on the local, state, and national levels

becoming aware of the attitudes and feelings of members if the organization is to remain boy controlled and operated. This is not to imply that the persons in an advisory capacity should accept all or any of the proposals made by active members. However, it does imply making provision for members to voice their opinions with reference to policies and practices which affect them.

2. Provisions should be made on local, state, and national levels to hear the ideas and suggestions from members regarding proposed changes in practices relating to the organization. The adult advisers must be willing to consider and accept all reasonable changes approved by the members. Although all or most local and state constitutions provide means for doing this, boy members may not be fully aware of their rights in this respect. Attention should be called to the ways and means of attaining desired changes which are consistent with the aims and purposes of the organization. This statement applies equally well on the local, state, or national level.
3. If members of the organization are to receive maximum benefits in terms of participation, a minimum of rules and regulations should be set up on the national and state level. Local members and chapters should have the right to determine their practices and policies free from restraining rules and regulations. This implies more local autonomy and less control from the state or national level. It also implies more boy control and less adult regulation.

4. The adult adviser on the local level (the vocational agriculture teacher) is faced with the problem of providing proper guidance to members in terms of practices and policies to be followed. This implies that he must be an adviser and not a dictator; that he must be tactful and diplomatic in his actions; and that he must have an understanding of how the age group acts. He must be aware of the youth's growing urge for independence and self-assertion. He must also be aware of the peer relationship existing among members. And lastly, he must accept the shortcomings or inadequacies of youth and be prepared to give guidance and help where needed.

□

# FFA and 4-H Participation In Grain Exhibits

at Nebraska fairs and shows

DONALD J. LEHR<sup>1</sup>

In an effort to learn what induces 4-H and FFA members to exhibit grains in Nebraska fairs and shows, a study was made of exhibitors and premium lists. Questionnaires were sent to 216 boys who had exhibited grain in 1956. Replies were received from 117 of them. Sixty-four county fair premium lists were reviewed.

The questionnaires asked a number of specific questions and included a request for suggestions for improving junior grain shows.

Of the boys involved in the study, 47 per cent had been enrolled in both 4-H and FFA. At the time of the study, 49 of the boys were carrying grain projects in 4-H and 72 had grain projects in vocational agriculture. Only five had grain projects in both organizations. Opportunities for 4-H and FFA boys to exhibit grains at county fairs were limited.

### Premium Lists Examined

Many of the premium lists were difficult to read, used antiquated language, and listed very low premiums or no premiums at all. Many of the grain listings were difficult to find and to interpret, and generally the grain sections of the premium lists needed revision. Altogether, this must have tended to discourage junior exhibitors.

Boys in 4-H had greater opportunities for exhibiting grain at county fairs than did boys in FFA. Sixty-three per cent of the county fair premium lists provided for grain exhibits. Of these, 78 per cent allowed FFA members to exhibit grain and all provided for 4-H exhibits. Of the 78 per cent allowing FFA exhibits, 40 per cent had FFA exhibits in the same class as 4-H.

This difference in opportunities to exhibit grain may have been due to a lack of interest in grain exhibits on the part of fair officials or FFA leaders, to a lack of space, or to a lack of funds for such a program.

<sup>1</sup>Donald J. Lehr completed the study reported here in partial fulfillment of the requirements for the degree of Master of Science. He was formerly Executive Secretary of the Nebraska Grain Improvement Association, and is now in the grain merchandising department of the Westcentral Cooperative Grain Company, Omaha, Nebraska.

4-H and FFA members stated that they prefer to exhibit grain in a junior division of a fair or show in which separate classes are provided for 4-H and FFA. More grain exhibits were entered in 1956 Nebraska county fairs that provided separate classes than in those having a combined class. However, the larger number of entries in the separate 4-H and FFA classes may have been due to the fact that more prospective exhibitors were contacted in counties having both classes.

There was considerable variation in maximum premiums listed. One county fair listed a \$5.00 purple ribbon premium, while another listed a 40-cent purple ribbon premium. The 40-cent premium was offered in one of the better grain producing counties in Nebraska. The average of the maximum premiums listed was higher for FFA grain exhibits than for 4-H.

Wheat, oats and barley were listed more often as possible crop exhibits in the county fair premium lists than any of the other grains. The 4-H and FFA members responding to the questionnaire favored these same crops as possible exhibits. The boys were more interested in exhibited threshed grain samples than sheaf or whole plant displays. This may be due to the ease of preparation of threshed grain samples, ease of handling and exhibiting, or the fact that they make up in a more appealing form.

### Responses to Questionnaire

The group method of placing entries was used in all of the county fair junior divisions studied. Responses of the 4-H and FFA members to the questionnaire indicated that they prefer the group method to the numerical method of placing grain entries. The boys also prefer that all entries receive a ribbon. And, if the purple ribbon group is used in addition to the blue, red, and white groups, they prefer that it receive a different award than that provided for the blue ribbon group.

The FFA grain exhibitors, on the average, were older than the 4-H grain exhibitors but had exhibited for a shorter time. The average number

of years 4-H and FFA members had exhibited grain was 2.3 years. Almost half of the boys had exhibited grain for just one year.

Personal satisfaction of the boy was the most important factor in influencing him to exhibit grain. The satisfactions included the opportunity to learn more about selecting good crop seeds, the opportunity to win, and the opportunity to compare his crops with others.

The boys stated that present awards were not a major factor in inducing 4-H and FFA boys to exhibit grain. But the help that exhibiting gives in winning a State Farmer degree in FFA, a 4-H club trip, or the Ak-Sar-Ben award, was rated relatively high in importance as an inducement. Winning a ribbon was more important to the boys than the premium money offered. This may have been due to the fact that small amounts were offered as premiums.

The boys felt that the county agent, the certified seed producer, and publicity are doing little to induce them to exhibit grain.

The vocational agriculture instructor appeared to exert a considerably greater influence in inducing boys to exhibit grains than did either the county agent or the 4-H leader. This may be due to the close contact the vocational agriculture instructor has with the FFA member. The county agent has contact with both 4-H and FFA members but has neither the time nor the opportunity for close supervision of the individual boy.

Crop production appears to receive more emphasis in vocational agriculture than does marketing. The vocational agriculture student had experience in marketing grains to a much greater extent than he had studied marketing in the classroom, which seems to indicate a deficiency of study in this area.

There was less emphasis placed on all grain activities in 4-H than in FFA. However, where grain activities were studied in 4-H, marketing received as much emphasis as production.

### Recommendations

The following recommendations seem to be warranted, based on data in the study and suggestions received from the boys responding to the survey:

1. County fair boards should review and revise that part of the premium lists dealing with the junior division of the grain show.

2. Rules should be incorporated in the junior division of a grain show to provide that:

- a. FFA and 4-H exhibit in separate classes.
- b. Judges use the group method of placing entries.
- c. All entries be awarded a ribbon, except when samples are extremely poor.
- d. All entries be placed in purple, blue, red and white ribbon groups.
- e. Different awards be given

for the various ribbon groups.

- f. Samples of threshed grains plus corn ears and grain sorghum heads be included in the grain shows. (Only crops common to the area should be included.)

3. The grain show judge should inform the entrants regarding how samples were placed, why a particular sample placed where it did, and how the sample could be improved.

4. Junior grain show entries should be displayed in an attractive manner

with all entries being of the same size, in the same kind of container, and set up in a prominent place.

5. Vocational agriculture instructors, county agents and 4-H club leaders should spend more time teaching members of FFA and 4-H why and how to exhibit grain.

6. Certified seed producers, or others interested in grain improvement, should work with the junior grain show in an effort to improve it. Careful consideration should be given to the possibility of awarding special prizes or sponsoring other methods of encouragement to junior exhibitors. □

## Establish Farming Programs

### Through On-Farm Instruction

JOHN HART, Vo-Ag Instructor, Princeton, Missouri



John Hart

THE supervised farming program is, in my opinion, the most important of the three phases of teaching vocational agriculture. The time we are spending with the student in the classroom is getting shorter each year. This means we, as agriculture instructors, will be spending more time instructing our students on the farm.

The three purposes of supervised farming explain the importance of the program. The first purpose, and the most important, is that it serves as the best teaching aid we have; the second is to set up the student in farming as his career; and the third is to help the student accumulate money to be used for further education.

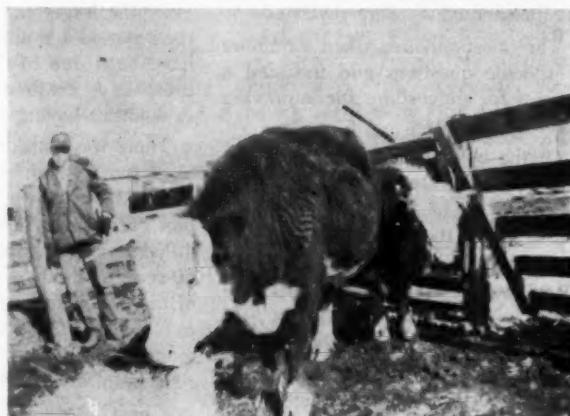
The program serves as a good teaching aid because the farm serves as a laboratory for the teacher and

student. Where but on the student's farm do we have all the materials needed for both creating and solving problems? The best teaching is through experience. I would like to quote the first two lines of the FFA motto; "Learning to Do, Doing to Learn." Where but on the farm can the student be taught the truth of these two lines?

Developing these programs takes planning with the student and his parents. It should begin the summer before the student's freshman year and should continue throughout his four years of high school. I, as a vocational agriculture instructor, have definite ideas about how to supervise farming programs.

I believe that in order for a student to have a successful program he must increase its size each year. The summer before a freshman starts high school, I make an appointment with him and his parents on their farm. We get acquainted and talk over his possibility of building a good supervised farming program. In addition, I explain the vocational agriculture program to them. Before I leave, we have the boy started with at least one livestock project and one crop production project.

During his freshman year I visit the student four or five times talking with the boy and his parents about problems concerning his projects, keeping in mind the possibilities of



increasing, and always working toward the goal of establishment as a farmer. At the beginning of his sophomore year the student, his parents and I again talk over the possibilities of increasing the size of the farming program. I repeat this every year until the student is out of high school. If the student, as a freshman, sets his goal to be a farmer and by the first year out of school has not reached that goal then I, the parents, and the student have failed.

The key to a successful supervised farming program is held by the vocational agriculture instructors. We must be ready and willing to help the student when asked. We should solve problems where they originate, on the farm. Good supervised farming programs are established on the farm, not in the classroom. □



### Reprints

A rate schedule for reprints of articles appearing in this magazine can be obtained from the publisher, The Interstate Printers & Publishers, Danville, Illinois; from the Business Manager, H. TenPas; or from the Editor. Reprints must be ordered within thirty days of the date the article was published.

## News and Views of the Profession

### Administrators at District Conferences

District conferences for school administrators and instructors in agriculture and homemaking are a part of the regular program of supervision in Wisconsin.

Ten conferences were held this fall in October and November; one in each of the WAVAII sections of the state. Present were 204 administrators, 293 instructors in agriculture, and 191 instructors and trainees in homemaking.

The program for administrators opened at 11:00 a.m. with a discussion of the program of rural vocational homemaking by Miss Kathryn Gill, Chief of Homemaking Education. The local administrator served as program chairman.

After lunch an hour was devoted to discussion of the program of vocational agriculture led by Louis M. Sasman, Chief of Agricultural Education.

Administrators and instructors in agriculture then met together for an hour with a panel discussion participated in by two administrators (one acting as moderator), an instructor, a high school supervisor of the State Department of Public Instruction, and the Chief of Agricultural Education. A suggested list of topics prepared by the agricultural staff of the state board was followed at most of the conferences. These topics were:

1. How should the objectives of a local program of vocational agriculture be determined?
2. How much initiative should an instructor be encouraged to take in determining local needs and in planning an agricultural program?
3. How should the load of an agricultural instructor be evaluated?
4. How can agricultural instructors most effectively up-grade themselves professionally?

5. How can long tenure of an instructor in a community, which seems essential for good programs, be most effectively encouraged?
6. Can agriculture of any kind be effective without relating what is taught back to the experiences and practices of local farming through student farming programs?
7. What constitutes effective training in farm mechanics?

Homemaking instructors met alone from 2:00 to 5:30 and agricultural instructors from 3:00 to 5:30. The agricultural program included a district meeting of the WAVAII, discussion of the revised course of study and the farming program record book developed by WAVAII committees, presentation of teaching aids and discussion of various phases of the vocational agricultural program.

Louis M. Sasman, Chief, Agricultural Education State Board of Vocational and Adult Education, Wisconsin

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**GUIDANCE IN AGRICULTURAL EDUCATION** by Harold M. Byram. The Interstate Printers and Publishers, Inc., Danville, Illinois. 1959. 238 pp., illustrated. Price \$4.50.

This book is written specifically to teachers of vocational agriculture, in terms which they can understand. It is designed to fit their needs in the area of guidance.

This is a down-to-earth book written to help present and prospective teachers of vo-ag achieve understanding in guidance functions.

The role of a teacher of agriculture in guidance is outlined and explained and many practical helps or suggestions are given in each area of guidance. The relationship of a teacher of agriculture to the school guidance program is pointed out. Help is given in such areas as farm visits, on-farm conferences, interviews with employers and conferences with students at school.

Specific practices are described whereby a teacher of agriculture can assemble and interpret information about his in-school students and the Young Farmers in his out-of-school program.

Clever cartoon illustrations are used in the book and an annotated list of 72 highly selected references for occupation information material is included.

This is a book which should prove invaluable to every teacher of agriculture and one that each teacher will certainly want access to, either as a personal copy or in the school or department library to use as a handy and useful reference.

**GUIDANCE IN AGRICULTURAL EDUCATION** is a book that should also prove invaluable in a program of in-service training for present teachers and useful as a text or reference in teacher trainer institutions as preservice education.

The author, Dr. Harold M. Byram, is head of Agricultural Education in the Department of Teacher Education at Michigan State University and is a former teacher of vocational agriculture.

Joe R. Clary,  
Graduate Assistant,  
North Carolina State College,  
Raleigh, North Carolina

**RAISING VEGETABLES** by G. W. Ware and J. P. McCollum. The Interstate Printers and Publishers, Inc., Danville, Illinois. 460 p., illustrated. 1959. Price \$6.50.

*Raising Vegetables* is a well-organized and condensed book for the vegetable-grower and is especially well written for use as a college textbook in Vegetable Production. The authors have compiled practical and reliable information based upon research and modern production practices covering all phases of vegetable production. The comprehensive glossary and index will be greatly appreciated by the users of this fine book.

This book is divided into two sections. Section I, Chapters 1 to 13, deals with the fundamental principles of efficient vegetable growing. Section II, Chapters 14 to 33, discusses the most important vegetable crops and production practices in the regions where they are grown commercially.

T. R. Buie, Head,  
Agricultural Education,  
Southwest Texas State

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### FUTURE THEMES

April—Guidance Activities of Teachers of Vo-Ag.

May—Planning for the Summer Program.

June—Measuring Progress in Agricultural Education.

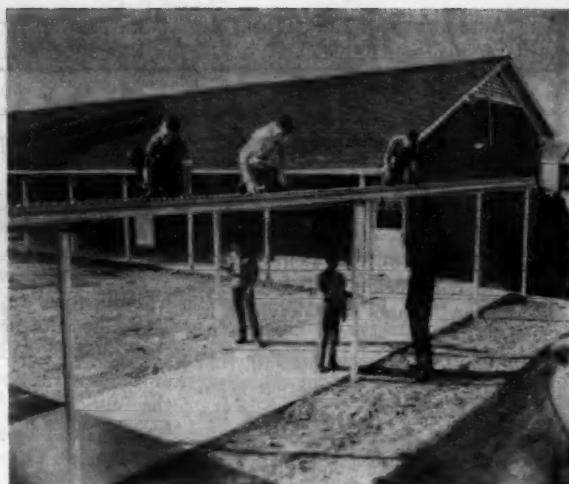
July—Farming Program Philosophy.

August—Changing Needs of Young and Adult Farmers.

September—Use and Evaluation of Aids in Teaching.



**FFA STAR POULTRY FARMERS**—Champion Future Farmers of America delegates from seven States gathered at the annual exposition of the Northeastern Poultry Producers Council (NEPPCO) in Harrisburg for the selection of the "Star Poultry Farmer of the Northeast." Winner of the coveted award was Henry Verity, Jr., Pittstown, N. J., who received his plaque at center from Dr. Alfred VanWagenen, NEPPCO director of research and development. State champions (l. to r.) are Frank Downey, Williamsport, Md.; Vance R. Kelly, Manchester, N. H.; David D. Wood, Jr., North Franklin, Conn.; Verity; VanWagenen; Robert T. Sharples, Rehoboth, Rhode Island; Jay F. Donmoyer, Fredericksburg, Pa.; and Chester B. Cupp, Dayton, Va.



Harmony Grove, Arkansas, vo-ag students construct a covered walkway between two school buildings. A number of skills were learned through this project.

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Washington State FFA Association 1959 Annual Banquet, Highlighting the Convention. State FFA Band plays while C. Clement French, Washington State College President, National FFA President Adin Hester, Mrs. Bert L. Brown, and Mr. Bert L. Brown, Washington State FFA Advisor enjoy their dinner. R. D. Walen, Carnation, Washington



Dr. O. R. Johnson, right, Teacher-Trainer in Farm Mechanics at Virginia State College, Petersburg, Virginia, is shown presenting James F. Lincoln Arc Welding Foundation awards to four members of the M. A. Fields Chapter of New Farmers of America of the A. G. Richardson High School, Louisa, Virginia. These members received checks for \$25.00 each, certificates for efficiency skills in arc welding, and books entitled, *FARM ARC WELDING*. Recipients from left to right—Daniel Winston, Matthew Jackson, Charles Johnson and Thomas Mallory.



The Ohio Association of Future Farmers of America and the state's vocational agriculture teachers sponsored 120 purebred gilts in cooperation with the Ohio Christian Rural Overseas Program aiding Haiti. (L-R)—Paul Peace, FFA Sectional Vice-President; James King, State Vice-President; Dr. G. S. Guiler, Assistant Professor, O.S.U., who accompanied the shipment to Haiti; Richard Thompson, State FFA President; L. B. Fidler, Editor, Ohio FFA Magazine; and the FFA President of Milan, Ohio, chapter that sponsored the pig shown. (Photo by L. Boucher)

